

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 66 (46925), Fall 2018

Course and Contact Information

Instructor:	Dr. Michael Tod Edgerton /ej-er-tun/
Pronouns:	he, him, his
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Office Hours:	MW 3:00-4:15
Class Days/Time:	MW 4:30-5:45
Classroom:	Boccardo Business Complex (BBC) 128
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Management Page and Emails

Course materials, such as syllabus, handouts, and assignment instructions, can be found on the Canvas course management system website. You are responsible for checking *both* your sjsu.edu email *and* the messaging system through Canvas to learn of any updates.

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

The theme of this course will focus on personal identity, American multiculturalism, and contemporary issues of social and political importance. Throughout the semester you will work to develop your writing abilities and shape your own unique voice as a prose writer. Reading, itself, is one of the essential skills to develop effective, persuasive, and enjoyable writing. Those people who read the most are inevitably those for whom writing comes more “naturally,” and so we will work on our reading skills as a part of working on our writing. To this end, one of the primary elements and forms of composition we will focus on in this class is the analysis of model essays to help us better understand the structures, techniques, and strategies they employ to craft effective prose writing. You use what you learn from them in your own essays, taking three major assignments (in addition to many smaller ones) through

multiple stages of revision. In the course of these revisions, you will review and constructively critique one another's work, helping one another to become better writers while improving your own writing in the process.

ENGL 1A General Education Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as *purpose*, *audience*, *context*, and *rhetorical appeals*;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a *minimum* of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

In this class, you will be writing a personal, narrative essay; working on a group analysis of a visual image and then presenting it; writing your own visual analysis essay; writing an argumentative, persuasive essay on an issue of current social, cultural, and/or political importance; presenting that paper to the class; and writing a reflective essay evaluating your own progress as a reader and writer over the course of the semester. As part of the writing process, you will have many prewriting assignments and write honest, but supportive critiques of your peers' essays. Participation is central to this course, and some of your participation points will come in the form of peer review workshops and class presentations, in addition to weekly participation in discussions (see more on this under "Participation" below).

Major Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Personal Essay	1,000-1,500	1-5
Visual Analysis Essay	1,000-1,500	1-5
Issues Argument	1,000-1,500	1-5
Issues Presentation (oral, Power Point)	250-750	3,5
Reflective Essay w/ Appendix	750-1,000	1-3, 5

Required Texts

All required texts will be made available as PDF or Word documents or as links to online materials posted as an "Assignment" to our course Canvas site.

Technology and other requirements

If you have a laptop or tablet computer, **bring it to every class** for in-class writing and accessing reading materials. If you do not have a computer to bring, you are then responsible for printing all reading materials and bringing them to class as assigned. **NO PHONES may be used in class at any time for any reason** without my express permission—period (see note on participation below). Repeated violations of classroom rules will result in a deduction of participation points.

Almost if not all of your course readings will be Adobe PDF files, so I recommend downloading the free **Adobe Reader** from Adobe.com.

All of your own writing assignments need to be in “.docx” format. You can download a free version of **Microsoft Office** (which includes **MS Word**) from the “Software Download” tab of your one.sjsu.edu page.

Grading Policy

Final Grade Breakdown

- Personal essay (final): 10%
- Visual analysis (final): 10%
- Issue paper (final): 10%
- Final Portfolio (with reflective essay): 25%
- Required essay drafts: 15%
- Reading responses, writing exercises, pop quizzes, etc.: 10%
- In-class peer reviews and workshops: 10%
- Participation (discussions, presentations, etc.): 10%

IMPORTANT NOTES:

Students must receive a C- or higher to pass this course.

No extra credit will be given in this class.

Missed in-class or late work will only be accepted at the discretion of the instructor. If accepted, a penalty of up to 10 percentage points per day late may be assessed.

Final drafts of essays will not be accepted unless all paper-related assignments (rough drafts, reviews of peer essays, etc.) have not been completed.

Determination of Grades

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. Here is the break-down by letter grade:

An **“A”-range essay** is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage to make persuasive arguments that are effectively supported by logic and/or evidence.

A **“B”-range essay** demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A **“C”-range essay** will complete the requirements of the assignment, but it will show major weaknesses in one or more of the fundamental areas of essay-writing listed above in the “A” grade range.

A **“D”-range essay** will complete the requirements of the assignment, but it will show major weaknesses in most of the fundamental areas of essay-writing listed above in the “A” grade range.

An **“F”-range essay** will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain extensive grammatical, mechanical, and/or usage errors that interfere with reader comprehension, or simply does not fulfill the requirements of that specific assignment. Any incomplete essay or rough draft turned in as a “final draft” will receive an “F,” as multiple revisions, full development, and proofreading are all part of completing any final essay assignment.

Classroom Protocol

PARTICIPATION is required from *all students*—there is no room for wallflowers in this class. If you’re a shy student, take this course as a challenge and opportunity to build your confidence and public-speaking skills. We all say something “wrong” or that makes us feel “stupid” sometimes—so what? It’s not the end of the world. It’s often, in fact, how we learn, and we are all learning and developing as readers and writers together. We will work collaboratively, helping one another to improve our skills. We will not judge but support one another, even as we debate controversial issues, evaluate one another’s performances, and critique one another’s arguments—all for our mutual betterment.

This class is not a lecture but a seminar, and I will be facilitating *your* discussions of readings, student essays and presentations, etc. Your physical and mental presence is therefore expected at *each and every* class meeting. This is *not* the kind of class you can miss and just get the lecture notes from a friend to catch up. *Every class will require your active participation.* **A writing course is a community of learners undergoing a process whereby they develop their reading and writing skills over time, through hard work and dedication.** Writing courses are by their nature time- and energy-intensive courses. Staying on track with homework assignments and being present (both physically and mentally) and actively contributing to class discussions and completing in-class writing or other assignments is *absolutely essential* to your success in this course.

You are therefore expected to arrive on time, fully-prepared, and ready to participate actively in each class meeting. To receive credit for contributions to discussions, **you must offer new insights or pose questions that lead to productive conversation, not just repeat what someone else has said.** This also means that you must come to class with all required assignments completed and reading and writing homework materials in hand (be that as a print-out or on your computer). **Missed and late assignments**

will not be accepted and make-up work or extra credit will not be given (or only at my discretion, and may incur a grade penalty, as outlined in “Grading Policies” above).

Collectively Determined Discussion Guidelines

I have taken all of the great ideas you guys came up with in all three of my sections and listed them below. We will start out by simply having conversations as one normally would in a seminar, speaking when we have a contribution to make (and according to the rules below), but if that proves too chaotic, we will revert to the old school method of raising hands.

- Be RESPECTFUL (almost every other guideline is a subcategory of this all-important one!)
- No yelling, talking over, interrupting, or—obviously—no personal insults.
- Try to understand and be considerate of others’ perspectives, opinions, and feelings
- Come prepared so you can actively and substantively contribute to discussion (and not waste your classmates’ time B.S.-ing). Read and write your assigned analyses/responses and bring those to class along with the reading so you have all of your materials, notes, and ideas at hand.
- Speaking of wasting others’ time, don’t just repeat what someone else already said. You can certainly extend it, offer a different perspective on it, etc., but don’t just repackaging it in different words and hope we don’t notice.
- Let others speak. We don’t want class to devolve into a situation where the same five people carry the conversation all the time. The popcorn method was a good suggestion for doing this, too (although “hot potato” and “tag” seem like more accurate analogies to me...but whatever). It’s where one student starts out with a contribution and then randomly passes the discussion baton on to another person.
- To that end, BE COGNIZANT of yourself and of others. Always be “taking the temperature” of the room, and give others space to speak.
- And to *that* end: Don’t Be Afraid of Silence. Sometimes a minute or two of silence gives more tentative people time to step up.
- Offer CONSTRUCTIVE critique. While our goal is to discuss, debate, and rigorously evaluate one another’s reading and writing to help one another improve throughout the semester, we want to do this in as *supportive, encouraging, and positive* a manner as we can.
- Conversely, be open to criticism. It’s the only way to learn, and becoming defensive can just shut out what others have to have offer you. We’re not going to judge one another, but help everyone improve as much as we can.
- Stay on topic. Tangents are usually counterproductive.
- ACTIVELY LISTEN AND PARTICIPATE in discussions, don’t zone out, drift off or get up and leave in the middle of class (use the bathroom beforehand). If you’re going to be sick, of course, by all means run!
- Be CONFIDENT in your presentations of your analyses, interpretations, evaluations and critiques. It’s fine to admit when you know you’re going out on a limb, taking a stab in the dark, but if you feel you have a strong case to make for the strength or weakness of an argument or its evidence, for example, don’t be afraid to say—and stand by—it. Even if you don’t always feel that way, try to hold yourself with confidence—fake it ‘til you make it! (Arrogance is something altogether different, and we want to avoid it.)
- The first step in gaining confidence in your ideas is to always ground them in the language, logic, and evidence of the text itself, in what’s actually on the page.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth: <http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program's policies can be found: http://www.sjsu.edu/english/frosh/program_policies/index.html. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances. For your convenience, I have copied below some of the most important and/or useful.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis.

To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Course Schedule for ENGL 1-A First-Year Writing Fall 2018 *

* This outline is a provisional sketch of our semester; it is subject to change. **See Canvas for the latest updates and full instructions for all assignments.** A helpful guide to Canvas can be found here: <https://community.canvaslms.com/docs/DOC-10701>.

Week	Date	Assignments and Deadlines
1: W	8/22	Introduction 1. Course Policies—Students discuss protocols for class discussions 2. Course Essays: Personal, Image analysis, Argumentative 3. Presentations

Week	Date	Assignments and Deadlines
		<p>Homework for next class: Read “Levi’s” and “A New England Chorus,” then write a two- to four-paragraph summary and personal response to each essay. What are its main points? What does it tell us about the author? Was it an enjoyable read? Why or why not? What are your thoughts and feelings about these essays? Divide this into two sections: “Summary” and “Response.” Post to Canvas before next class.</p>
2: M	8/27	<p>The Personal, Narrative Essay Discuss “Levi’s” and “A New England Chorus”</p> <p>Homework: Read and then summarize and respond to “If You Are What You eat...” In addition to your other thoughts, answer the question: How is the style, or form, of this essay composed differently than the other essays?</p>
2: W	8/29	<p>Discuss “If You Are What You Eat...”</p> <p>Homework: Read and then summarize and respond to “The Accidental Asian.”</p>
3: M	9/3	<p>Labor Day: No Class Meeting</p>
3: W	9/5	<p>Discuss “The Accidental Asian.” Start brainstorming and freewriting ideas for your own personal narrative essay. What story do you want to tell to share an aspect of yourself, of your own experience, or of what makes you <i>you</i>? Is there a particular aspect of your identity you’d like to focus on? Is there a specific event or significant object, or special relationship that is particularly meaningful to you? What form do you want to write your essay in?</p> <p>Homework: Write a first, rough draft of your personal essay and bring it to class (on computer or print-out) on Monday.</p>
4: M	9/10	<p>In-class writing on personal essays. Bring questions, concerns, drafts for review.</p> <p>Homework: Continue working on your essay.</p>
4: W	9/12	<p>Some notes on grammar and mechanics. In-class work on essays as time allows—bring computers or print-outs.</p> <p>Homework: Finish and proofread your essay for Monday.</p>
5: M	9/17	<p>In-class peer review. Finished draft due on Canvas before class.</p> <p>Homework: Revise your essay with your peers’ responses in mind.</p>
5: W	9/19	<p>In-class writing on personal essays. I’ll be taking questions, looking at individual paragraphs, etc.</p>

Week	Date	Assignments and Deadlines
		<p>Final Drafts of Personal Essay Due by 11:59PM.</p> <p>Homework for tonight: Finish and proofread your essay.</p> <p>Homework for Monday: Read and summarize the materials on visual rhetoric and image analysis on Canvas.</p>
6: M	9/24	<p>Visual Rhetoric: Analyzing Images</p> <p>Discuss image analysis. What are the main elements of an image and how do they communicate a “message” to the audience? In groups, read and summarize the argument of one of the images I’ve posted on Canvas.</p> <p>Homework: Find at least two images (preferably three or four) on your own (online, in magazines, etc.) that you want to analyze. These could be advertisements, political cartoons, magazine covers, photos accompanying articles (include caption or article title and context), etc. Post one of them to Canvas for class discussion on Wednesday. What messages does it send and how do the various elements work to communicate them?</p>
6: W	9/26	<p>Group discussions of images posted to Canvas. choose one of them for group discussion, and another to analyze wholly on your own.</p> <p>Homework: Write up your analysis of your first image and post to Canvas.</p>
7: M	10/1	<p>In-class group work on image analysis. Compare individual analyses of image elements and discuss as a group. Help each member strengthen their analysis. When done, break out of groups and look over your other collected images, thinking about which other two images you will write your individual image analysis paper on (one of which could be the one you’ve discussed, or two different images). You will write an analysis of two or three images. Ideally you would choose images that are connected in some way—all car ads, or all depicting African Americans, all using “sex” to sell their product, etc.</p> <p>Homework: Outline your analysis of both images. Post to Canvas for credit.</p>
7: W	10/3	<p>In-class writing: Work on your images analyses.</p> <p>Homework: Finish your images essay and post a complete draft to Canvas before class on Monday.</p>
8: M	10/8	<p>In-class peer reviews of images essay.</p> <p>Homework (Group 2 only): Post your completed peer reviews before class on Wednesday.</p>

Week	Date	Assignments and Deadlines
8: W	10/10	<p>In-class work and consultations on essays.</p> <p>Homework for Fri: Finishing revising, proofreading, and polishing your analyses of chosen images. Final Image Essay Due by 11:59pm FRIDAY 10/12.</p> <p>Homework for Monday: Read assigned materials on argument, logical fallacies, and the two <i>Taking Sides</i> issue articles on Canvas. How do they use logic and evidence to make their cases? What are the strengths and weaknesses of each? Be prepared to discuss which side you think is more effective and why in class on Monday.</p>
8: Fri	10/12	Final Image Essay Due by 11:59pm
9: M	10/15	<p>Taking Sides on Social Issues</p> <p>Discuss <i>Taking Sides</i> articles and what makes for an effective argument.</p> <p>Homework: Read the next two <i>Taking Sides</i> articles on Canvas.</p>
9: W	10/17	<p>Discuss <i>Taking Sides</i> articles.</p> <p>Homework: Write a list of issues, written in question form (as with the <i>Taking Sides</i> issues), that you have a strong opinion about and/or knowledge of, as well as issues you are uncertain about and/or know less about and would like to learn more about. Read through the Tables of Content from <i>Taking Sides</i> books (on Canvas) to help give you more ideas. Include any of these questions/issues on your list, and post it to Canvas. Be sure to present your list in order of preference. You are required to list at least three questions/issues that you would be interested in researching and writing about, but feel free to list up to ten.</p>
10: M	10/22	<p>Research primer.</p> <p>Homework: Begin researching your assigned issue. Find facts and others' arguments that are from reliable sources. Read at least two strong arguments on each side of your issue if you are not yet sure which side you agree with (or is there a middle ground, a third path, as in Rogerian arguments)? You will need a total of four sources of facts, statistics, history, logical arguments, and at least one visual element.</p>
10: W	10/24	<p>Writing a strong thesis.</p> <p>In-class research and writing on issue paper. Use the library's resources, continue to find sources, read and evaluate sources found, and/or begin analyzing those sources. Consult me with any questions on strength of sources, evidence, reasoning, etc. Include at least one image or visual element to help make your argument.</p>

Week	Date	Assignments and Deadlines
		<p>Homework: Write your claim (thesis) and list the major points that compose your argument for it. Then connect each point with a citation of evidence</p>
11:M	10/29	<p>Evidence explication workshops. In small groups, you will read one another's claims, supporting evidence, and explanation of how that evidence makes your point (your claims, grounds, and warrants, in the Toulmin model). The group will discuss each person's homework assignment to help them strengthen the wording/ideas of their thesis (main argument), topic sentences (specific claims that serve as components to build the main argument), the evidence/reasoning they use to support them, and their explanations (warrants) connecting those grounds with their claims. What would make for the most effective order in which to present these claims and grounds?</p> <p>Homework: Develop your previous assignment into body paragraphs.</p>
11:W	10/31	<p>In-class writing. Consult me on points of concern, strength of evidence, individual paragraphs, visual argument, etc. Work on your body paragraphs and/or write your introductory and/or concluding paragraphs.</p> <p>Homework: Finish and proofread essay. Finished draft due Mon for peer review.</p>
12: M	11/5	<p>In-class peer review. Intro and conclusion. In groups, each student will read her introductory and conclusion paragraphs as peers read along with them on their computers. Peer reviewers will then evaluate together 1) whether or not there is a strong, viable thesis, 2) whether the first paragraph effectively introduces and leads smoothly into the thesis, and 3) whether or not</p> <p>Homework: Revise and polish essays.</p>
12: W	11/7	<p>In-class peer review. More formal, rigorous, written review of each student's essay.</p> <p>Homework for Monday: Revise and polish essays. Final Draft Due 11:59pm Monday.</p> <p>Homework for Wednesday: Prepare to present your issue papers to the class.</p>
13: M	11/12	<p>Final Draft of Issue Essay Due 11:59pm</p> <p>Veterans Day: No Class Meeting</p>
13: W	11/14	<p>Presenting Arguments</p> <p>What are some elements of a good presentation or speech? What do we need to be thinking about in terms of presenting arguments orally?</p>

Week	Date	Assignments and Deadlines
		<p>Introduction to Power Point and Prezi.</p> <p>Introduction to the Final Portfolio.</p> <p>Homework: Turn your issue essay into a presentation. Create a Power Point or Prezi slideshow to accompany it. You can include audio-visual elements not in your printed paper, if you like.</p>
14: M	11/19	<p>Presentation Dry-Run. In small groups, each go around and practice your presentation. The members of the group will evaluate the strengths and weaknesses of both your argument and your presentation of it. I'll be making the rounds for consultation.</p>
14: W	11/21	<p>Thanksgiving break: No Class Meeting</p>
15: M	11/26	<p>Class Presentations of Issues</p> <p>Homework: Revise previous essays for Portfolio</p>
15: W	11/28	<p>Class Presentations of Issues</p> <p>Homework: Revise previous essays for Portfolio</p>
16: M	12/3	<p>Class Presentations of Issues</p> <p>Homework: Revise previous essays for Portfolio</p>
16: W	12/5	<p>Class Presentations of Issues</p> <p>In-class work/consultations on Final Portfolios</p>
17: M	12/10	<p>In-class work/consultations on Final Portfolios (Last Day of all SJSU Classes)</p>
17: Th	12/13	<p>FINAL PORTFOLIOS DUE by 5:00pm</p>
FRI	12/21	<p>Grades Due from Faculty</p>